

TEACHING AND LEARNING POLICY

At Arundel Court Primary Academy, we are committed to our mission statement – 'Be Brave. DREAM BIG.'

School Values



Our values are embedded within our school and within our teaching and learning.

Our Curriculum Statement

Underpinning our curriculum is our strong school ethos which is developed through our whole school values. We offer children an education in a safe, happy and nurturing environment.

Intent:

Our curriculum is driven and designed to meet the needs of our unique community. It is passionately felt by all members of staff that the curriculum is delivered through first-hand experiences of the real world and the children understand that there is 'Life beyond Landport'.

We aim to provide a curriculum which opens up doorways and opportunities, our children need to develop the life skills required to become successful and to develop a love of learning.

At Arundel Court Primary Academy, we broadly follow the National Curriculum; its design ensures the breadth of knowledge is delivered in an awe-inspiring and memorable way.

Our children are immersed in a curriculum which allows them to explore, discover and dream.

8 CORE PRINCIPLES FOR ARUNDEL COURT PRIMARY ACADEMY & NURSERY.

At Arundel Court Primary School & Nursery, we recognise:

1. **Every child has the right to learn.** It is our collective responsibility as an education community to make certain each child receives high-quality, challenging education designed to maximize potential, an education that reflects and stretches his or her abilities and interests.
2. **To understand the world in which we live, there are certain things we all must learn.** Children must develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum.
3. **Assessment is an integral part of teaching and learning.** Purposeful formative and summative assessment practices help teachers and children understand what they have learnt, where they are now, and where they might go next.
4. **Every child learns.** We recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.
5. **Children need to acquire long-term knowledge.** We are developing a mastery approach to the teaching of mathematics. We provide rich hooks, outcomes and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.
6. **Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction.** We aim to provide a nurturing, supportive, healthy, and safe environment, which has high expectations and values all members of the school community.
7. **Emotional well-being influences educational performance, learning and development.** We will provide a curriculum, which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils. We aim to develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes.
8. **Developing enduring school values develop children's confidence and capacity to learn and work independently and collaboratively.** We encourage children to value the diversity in our society and the environment in which they live and to become active and responsible citizens, contributing positively to the community and society.

ETHOS

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a nurturing, calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;

- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;

- supporting school events;
- voluntarily helping in the classroom.

PLANNING

At Arundel Court Primary Academy & Nursery we are committed to following the Early Year Foundation Stage 2021 and the programmes of study as required by National Curriculum 2014. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Subject leaders have a variety of roles. These include:

- ✓ taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- ✓ supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- ✓ monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- ✓ using release time to support colleagues;
- ✓ keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Year groups have PPA fortnightly to evaluate, review and personalise planning to meet the needs of the children.

Swimming instruction with specialist teachers takes place at the local swimming pool.

- **Format:**
 - Maths: We are developing a mastery approach to teaching Maths and are part of the Solent Hub Mastery Programme. We follow the National Curriculum and use the White Rose Maths Mastery schemes of work as a guide to support teachers with their planning and assessment. Each year group has a long term overview and progression of skills document based on these materials.

- Use the agreed school format in: **staffshare/Both Schools Curriculum Plans/Mathematics**
 - English: The school use the 'Little Wandle Revised Letters and Sounds' DfE approved phonics scheme, to teach phonics and early reading. We follow the National Curriculum and use the assessment framework for Reading and Writing to support planning and assessment. We use the Accelerated Reader programme and use VIPERS to support the teaching of reading. Exciting hooks and real-life contexts are used to engage children's writing. Each year group has a long-term overview and progression of skills document based on these materials.
 - Use the agreed school format in: **staffshare/Both Schools Curriculum Plans/English**
 - Topic: Use the agreed school format in each year group: **staffshare/Both school curriculum plans**
 - Topic: EYFS topic planning format is different.
- **Saved planning:**
 - Both schools curriculum plans/curriculum plans.

At Arundel Court we have three forms of planning

1. **Long term plans:** this plan gives an overview of the topics that are covered through the course of the year. This plan includes the hooks and outcomes for each topic taught and possible trips and visits.
2. **Medium term plans:** This is a half termly plan which is also shared with parents in the form of a curriculum newsletter. There are also medium term plans written by subject leaders which indicate when learning activities will be taught in the half term and show progression of the key skills.
3. **Short term plans:** These are the weekly plans for English, Guided reading and Maths. Foundation subjects (including science and computing) and topic plans will be planned using a weekly timetable. The weekly plans for English, guided reading and maths should be saved on staff area for all staff to access.

J2E: We also have a Journey to Excellence Plan. This plan is for the whole school whereby the J2E is focused on English and Maths and is used as a plan to improve attainment and progress across the schools.

MARKING

Throughout the pupils' books you may see a variety of marking and feedback which is appropriate to the task and individual child.

All work completed by the children will be dated (adults/child) and initialled by an adult.

Written comment for English, Maths and other curriculum areas where appropriate.

Early years:

- Tapestry is used in specific areas of learning
- Written comments stickers, learning objective and success criteria can be used for English and Maths
- In the summer term corrections in spelling and handwriting where appropriate

Year 1 to 6

- Learning objective clear (for each new objective, not necessarily every new lesson) either stuck in or completed by the children.
 - Date and initial all work
 - Mark – Guided group (G) – Teacher (T/CT) or TA/EMAS/PPA supported, Independent (I), Peer/ buddy work (B)
 - use DWP (discussed with pupil) with words showing what was discussed within a lesson e.g. *addressing any misconceptions, capital letters* and any other evidenced based comments
 - Adult teaching lesson to triangle against learning objective depending on whether the objective was achieved/ more practise needed/ not achieved yet.
 - Symbols used as feedback marking in writing only
 - *Year 2 to introduce* 'WOW' and 'NOW' autumn term
 - Use observational comments
 - **Green for Great, Pink for Think** e.g. 'Wow' and 'Now'.... ● ●
 - A **Pink for Think** comment will be used when appropriate.
 - **Pink for Think** could include (e.g.):
 - a next step
 - now try this
 - a challenge
 - a reinforcement
 - addressing a misconception.
 - Letter and number formation corrections and handwriting and spelling errors in Year 2 only
- ✓ 'WOW' and 'NOW' will be used to mark children's books who have worked independently and not seen by an adult during the session
- ✓ The marking will indicate a challenge or correcting minimal errors

- ✓ If a child or children need more time allocated for the teaching of that objective, there is clear evidence in the books of **post teaching** intervention, showing progress within that learning
- **Post or pre teaching intervention – (Handwritten)**
 - ✓ Post teaching – going over the learning again. This could be 1:1 or small group intervention or flexible grouping
 - ✓ Pre teaching - **this** involves **teaching** a concept or topic prior to a lesson, consolidating previous learning
- **Secretarial marking in all curriculum areas:**
 - **Orange highlighter** (introduced in Year 3) used for ‘nagging’ punctuation and spelling with the child correcting spelling or punctuation error depending on the child’s needs.
 - Orange misspelt words that children should know are identified by the teacher and corrected appropriately.
 - **Purple Polishing Pen** - Children to self-correct and edit with a purple pen.
- Topic books in KS2 will receive a comment at the end and ongoing marking when appropriate.
- **Success Criteria:**
 - Success criteria should be shared in a lesson.
 - Dependant on year group, purpose and ability children may develop their own success criteria.
 - **Teacher/TA** to mark against LO.
 - **Children** are encouraged to assess their learning
- **DWP** (Discussed With Pupil)
 - Use DWP (discussed with pupil) with **word** showing what was discussed e.g. capital letters.
- **Photo evidence (in line with GDPR regulations):**
 - To have a comment to explain the image used.
- **Immediate Intervention** recorded, dated and initialled in Maths and English books by TA.

ASSESSMENT

At Arundel Court Primary Academy we have an assessment schedule for monitoring and tracking progress.

We use Tapestry (EYFS) and OTrack (online programmes) to track children's progress and attainment throughout the year. The Trust have designated termly 'data drop' dates.

Attainment:

Age Related Expectation (ARE)

We use the codes on O'Track to indicate where each child is working at within the national curriculum at their age. Each subject has a number of objectives, for each year group, that the children need to achieve in order to be working at their age or **Age Related Expectation (ARE)**

These codes are updated termly

- **Below ARE/Pre Keystage:** This means they are working **below** Age Related Expectations (ARE) If a child is working below their year or ARE, we assess them at what year group's objectives they are accessing e.g. a child who is in year 4 but is working below the year 4 objectives, then we would assess them as accessing the year 3 objectives or lower.
- **Working towards ARE (W):** This means they are **working towards (W)** the Age Related Expectation (ARE) and are nearly there!
- **At or Expected ARE (A):** They are working **at (A)** the Age Related Expectation.
- **Greater depth (GD):** They are working **above (GD)** the Age Related Expectation.

Progress:

We use progress arrows to indicate how much progress a child has made over a given time. These arrows are updated termly.

Progress is measured by looking at the child's books and by teacher assessments.



Indicates **expected progress** within a time period i.e. they are coping with the work pitched at their ability.



Indicates **more than expected progress** i.e. they are doing a lot better than expected.



Indicates **less than expected progress** i.e. they are not doing as well as expected.



Indicates **no progress**.

[Please see TRUST Assessment Statement](#)

Key Assessment Points

Early Years: The school will complete the Reception Baseline within 6 weeks of the children starting Year R. At the end of Early Years (end of year R) the school is measured by assessing what percentage of the children achieved the Early Learning Goals.

Year 1 Phonics Screening: Towards the end of year 1, all year 1 children across the country have to take a test to see how good their phonics knowledge is. The test is out of 40 and to pass they need to achieve 32 and above. This is compared to national percentages as well as Portsmouth percentages.

Year 2 Phonics Screening: Children who did not pass the phonics test at the end of year 1 have to resit it again towards the end of year 2.

Year 2 SATS: Towards the end of year 2, all year 2 children across the country have to take a test in Reading & Maths. The results are compared to national percentages as well as Portsmouth percentages. Writing assessments are completed throughout the year.

Year 6 SATS: Towards the end of year 6, all year 6 children across the country have to take a test in Reading, Maths and Spelling, Punctuation & Grammar (SPAG). The results are compared to national percentages as well as Portsmouth percentages. Writing assessments are completed throughout the year.

Year 4: All year 4 children across the country take a multiplication test.

THE ENVIRONMENT

At Arundel Court Primary Academy we aim to provide:

- A neat, safe and tidy, yet purposeful, learning environment.
- Appropriately stored and clearly labelled resources that allow children to develop independence in resourcing their own learning.
- Displays which support learning e.g. English and Maths working wall and the celebration of children's work.
- At KS2
 - Evidence of rewards gained by our pupils through team House Points.
- At KS 1 and early years
 - Our Golden Rules and behaviour management systems clearly displayed.
- Our values with all staff and children signing up to them are displayed.
- A bright and inviting book area.

- An environment that is conducive to learning e.g. a fantastic role play area in EY & KS1 or a bright and attractive area which supports the topic being taught.
- Purposeful and inviting outdoor provision for Early Years and Year 1.
 - may take place for English/Maths when appropriate.

HOME WORK

- **Early Years and Year 1:**
 - Reading regularly.
 - Spellings, rocket words and topic-based words (Year R start Autumn 1).
 - Half termly projects (linked to topic) will be sent home. These will include a range of activities which are suitable for the year group and may also be linked to other subjects such as English, Maths, Science.
- **Year 2 to Year 3**
 - Reading at least 3 times a week and complete home reader.
 - Spellings and times tables work through TT Rockstars (Year 2 start TT Rockstars Autumn 2).
 - Half termly projects (linked to topic) will be sent home. These will include a range of activities which are suitable for the year group and may also be linked to other subjects such as English, Maths, Science.
- **Year 4 to Year 6**
 - Reading at least 3 times a week and complete home reader.
 - Spellings and times tables work through TT Rockstars.
 - Half termly projects (linked to topic) will be sent home. These will include a range of activities which are suitable for the year group and may also be linked to other subjects such as English, Maths, Science. The children's personal school laptop may also be sent home to support their home learning.

REPORTING

- Reports to be sent to parents in:
 - April: a detailed report focusing on all subjects.
 - July: a short report focusing on English and Maths and an overall comment.
 - July: EYFS report back on all areas of learning
- Reports to comment on ARE (Age Related Expectations)
- Year 1 to report on Phonics screening
- Year 2 and Year 6 to report End of Key Stage SAT results.

- Reports to be found in [staff share/assessment/school reports](#)

MODERATION

Moderation by:

- Cluster of schools
 - Trust schools
 - Whole school
 - Across phase
 - Year group
 - Year 6 (writing), Year 2 (English & Maths) and Year R (agreement trialling) LA moderation surgeries
- When books are moderated, a moderation sticker is completed and placed in the book.
 - Book looks to be completed by subject leaders, senior managers and year leaders as part of their monitoring schedule
 - A book look feedback sheet is to be completed and given to the teachers as part of their evidence gathering for

CONFERENCING (GAPS)

Targeted children are conferenced on a regular basis. They are given quality, one to one, time with the teachers to look at what they are doing well at in writing. From there they are set up to three very specific targets which are revisited in two weeks' time. This goes on as long as the child needs it.

GOVERNORS

Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;

- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the headteacher's reports to governors.

Date For Review: July 2024